

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by




Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Large choice of pre and after school sports and activity clubs.</li> <li>• Large uptake of pre and after school sports and activity clubs.</li> <li>• Improved confidence, knowledge and skills in teaching PE amongst staff through use of coaches in joint PE lessons.</li> <li>• More opportunities for less active children through use of Primary GALS, LADS, Change 4 Life and SEN specific clubs and competitions.</li> <li>• Consolidation of swimming at Year 4 to increase the proficiency of swimmers.</li> <li>• Offering all children <b>at least</b> 30 minutes of physical activity a day, either at break and lunch time or through sports clubs.</li> <li>• Increase in staff participation in organising and attending sports events.</li> <li>• Overall profile of PESS rose through regular recognition of sporting excellence and achievements in assemblies.</li> <li>• Increased use of play equipment at lunchtimes – more active children</li> </ul> <p>Increased number of lunchtime competitions</p>	<ul style="list-style-type: none"> <li>• Upskilling of school staff through real PE training – increasing the confidence level of all teachers in teaching of PE leading to better outcomes for children as well as a sustainable future in delivering high quality PE lessons.</li> <li>• Continued targeting of children that show through our baselining that they are less physically literate than their peers.</li> <li>• Identifying those children in Y5 and Y6 who cannot swim to attend swimming lessons - funded in part by Sport Premium or parents. Look into it.</li> <li>• Focus on improving mental health aspect of PE</li> <li>• Develop swimming opportunities for Y2</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	Will update in the Summer term
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Will update in the Summer term

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Will update in the Summer term
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019 / 2020		Total fund allocated: £21575	Date Updated: December 2019	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				1.2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Introduce a more structured provision of activities at break times and lunchtimes</li> <li>2. Develop Sports leaders to be able to lead more activities at lunchtimes</li> <li>3. Introduce a more structured provision of activities at lunchtimes run by sports coaches</li> <li>4. Daily Boost being done in class.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a box of resources, utilising our Sports Coach and playground leaders to lead games and encourage more sport.</li> <li>• Purchase additional resources when needed or if children request something in particular</li> <li>• Draw up a timetable of activities, utilising our Sports Coach at lunchtime. Golden Mile and Girls' Football.</li> <li>• Get every class to take part in the Daily Boost.</li> </ul>	£250	<ul style="list-style-type: none"> <li>• More children participating in sports and being more active</li> <li>• Playground leaders trained to a level where they can run activities independently.</li> <li>• Sports Coach facilitating structured activities during three lunchtimes each week. Golden Mile, Girls' Football and Inspire to compete.</li> <li>• The children's fitness will improve.</li> </ul>	<ol style="list-style-type: none"> <li>1. Extend lunchtime activities to include KS1.</li> <li>2. Increase the number of KS2 playground leaders to develop greater provision.</li> <li>3. Train year 5 leaders to target a more seamless transition when they progress to Year 6.</li> <li>4. Create a Daily Boost activity bank.</li> </ol>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17.1%
Intent	Implementation		Impact	



Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All staff to receive training in using Real PE materials and lessons to improve the quality of teacher led PE lessons, eventually moving away from</li> <li>Celebration Assembly every week to heighten whole school awareness of sport and to stimulate children's aspirations of being involved in school teams</li> <li>Development of the P.E. noticeboards and school website to raise the profile of P.E. and sport for the children, parents and visitors.</li> <li>New team kits to be purchased to replace older 'worn out' kits.</li> <li>New equipment purchased to replenish and add to that used in P.E. lessons and lunchtime activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participation celebrated in assemblies: awarding of certificates, medals trophies etc.</li> <li>Match reports</li> <li>Some headteacher's awards being for performance in PE (not every week but when children give an outstanding performance)</li> <li>The noticeboards and website are updated more often with information and photographs about matches, competitions and clubs.</li> <li>An iPad to be purchased specifically for sports events and for outdoor Real PE lessons.</li> <li>P.E. Leads to source and cost new kit as appropriate.</li> </ul>	<p>£3500 (£7000 over two years)</p> <p>£200</p>	<ul style="list-style-type: none"> <li>Sporting performances celebrated weekly in assembly, with reports given; trophies, medals and certificates presented.</li> <li>Enthusiasm and motivation in lessons and the number of children wishing to play competitive sport will increase</li> <li>More children will see the success from PE and will want to show off their success.</li> <li>School have purchased a school smart phone so we can post pictures onto twitter.</li> <li>New kit makes the children feel more professional in their kit and part of something special</li> </ul>	<ul style="list-style-type: none"> <li>Continue to celebrate effort and achievement.</li> <li>Give more headteacher's awards for resilience in P.E. lessons.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				69.2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Specialist PE Teachers to attend appropriate courses and network meetings</li> <li>Sports Coaches to be shadowed by teachers to increase confidence, knowledge and skills in a variety of PE &amp; sports activities</li> <li>PE Leads to take part in First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>Identify relevant courses and meetings to attend</li> <li>Ongoing instruction and training for teachers</li> <li>Attend course every 3 years.</li> </ul>	Cost of coaches £14625 £300	<ul style="list-style-type: none"> <li>Close relationships with local schools have been maintained through network meetings and sporting events.</li> <li>Teachers will have received on going CPD. Their confidence and delivery will develop to the extent that they lead lessons in the future</li> <li>Adults responsible for walking children to and from venues will be fully trained and will not need to take additional members of staff just to be a first aider.</li> </ul>	<ul style="list-style-type: none"> <li>P.E. Teacher to continue to attend relevant courses and meetings.</li> <li>Sports Coaches to continue to be CPD for teacher through observing P.E. Teacher, working with groups of children, leading indoor lessons and managing the daily boost in their own classes.</li> <li>Less adults taken out of class just to be first aiders.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>consolidate through practice:</p> <ul style="list-style-type: none"> <li>Continue to offer and expand upon a wide range of activities within the PE Curriculum and outside it</li> <li>Develop Sports Coach role to be able to offer a broader range of sports and activities during lunchtimes and before and after-school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the balance between team and individual sports on offer for the curriculum and in the before school and after school clubs. Ask the children what they would like to learn.</li> <li>Investigate the viability of introducing 'new' sports to the curriculum (linking in with our new experiences with Real PE)</li> <li>Purchase additional resources and equipment</li> </ul>		<ul style="list-style-type: none"> <li>Adjustments made to the P.E. curriculum map to match the provision of competitions on offer and to link to our Real PE.</li> <li>Children will feel confident participating in School Games Sports if they were new to the sport before attending the club or learning them in their PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build upon the provision in place.</li> <li>KS1 and KS2 lunchtimes.</li> </ul>
<p>Additional achievements:</p>				



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Subscribe to Learning South Leicestershire School Sports Partnership for access to inter-school sports</li> <li>Continue to investigate possibilities to participate in sports in which we do not currently participate</li> <li>Develop Sports Coach role to facilitate opportunities to increase participation in competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>Participate in as many competitions on offer from the School Sports Partnership, local sports associations and the family of schools</li> </ul>	£2700 (annual sports partnership fee)	<ul style="list-style-type: none"> <li>We have continued to enter a team/multiple teams when allowed into all sporting competitions available, involving schools within Oadby and Wigston SSP and Leicestershire.</li> <li>The Sports Coach could manage teams if they are teams that they have trained during clubs. Other staff members to be involved in these events so that more events can take place.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with current provision and expand when opportunities afford themselves.</li> </ul>